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ABSTRACT

This document is a teacher's guide for using The Sexual Decision-Making Series for Teens, consisting of three interactive fiction books that address the following topics for young people: sexual abstinence ("Too Soon for Sex?"), birth control ("Taking Chances with Sex"), and the prevention of sexually transmitted disease ("Don't Let It Get Around"). These interactive books enable students to determine the plot line, based on decisions made by the main characters at "choice points," where readers can make the decision for the characters and view the consequences of that decision. After an introduction and rationale, the teacher's guide includes the following sections: (1) issues in teaching sensitive subjects; (2) synopses of books; (3) integration of the books into family life education and health education curricula; (4) activity ideas; (5) background information about abstinence, teen sexual activity, birth control use, and sexually transmitted disease; (6) two student handouts; and (7) three choice point maps, one for each of the three titles in the series. (TE)

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Teaching Ideas for Using The Sexuality Decision-Making Books for Teens

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Kathleen Middleton, MS

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Teaching Ideas for Using the Sexuality Decision-Making Books for Teens

Books in the Series:

Too Soon for Sex?

Taking Chances with Sex

Don't Let It Get Around

Kathleen Middleton, MS

Network Publications, a division of ETR Associates

Santa Cruz, CA 1989

About the Author

Kathleen Middleton, MS, is Editor for Classroom Materials at ETR Associates in Santa Cruz, CA and is a nationally-known expert in school health education. Before entering full-time into educational curricula and materials development, she was a middle school health education teacher. She is the former Director of the Office of School Health Programs for the National Center for Health Education and has authored ten major health-related curricula, including *Growing Healthy* (K-7) and the *California State Teacher's Guide for STDs*. She is coauthor with Dr. Marion B. Pollock of a widely used college text, *Elementary School Health Instruction* (2nd edition, Times Mirror Mosby, 1989). She currently directs the development of curricula and teacher preparation projects for elementary and secondary health education, family life education and AIDS and STD prevention at ETR Associates.

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Introduction and Rationale

The Sexuality Decision-Making Series for Teens consists of three fiction books. The books address current important topics for young people: sexual abstinence *(Too Soon for Sex?)*, birth control *(Taking Chances with Sex)* and the prevention of sexually transmitted disease (STD) *(Don't Let It Get Around)*. The books are unique in that they are *interactive*. This means the student is provided the opportunity to determine the plot line, based on decisions made by the main characters. The reader comes to a *choice point* in the book and can "make the decision" for the character and view the consequences of that choice. Interactive books are not new, of course. Most students will be familiar with the format from the many "choose your own adventure" books available for children. What is new is using the concept as a health education intervention tool.

The interactive reading book as a tool for learning offers several advantages. The books provide information, model responsible behavior, demonstrate the decision-making process and give students a chance to "practice" decision-making skills vicariously through true- to-life characters they can identify with. Because these elements are integrated into the stories, they mirror the dynamics of life decisions about sensitive issues. Along with this, the books are entertaining, making the learning experience enjoyable to students and easier for teachers.

The interactive books have been designed with classroom application in mind. The following goals were used throughout the development of each book. The stories:

- demonstrate positive results from responsible behavior;
- present accurate factual information about teenage sexuality, birth control and STD;
- model effective ways to talk to parents, peers, teachers and partners about sensitive subjects.

Issues in Teaching Sensitive Subjects

The results of high risk behavior among teens are well publicized. The challenge is how to reach young people with information about high risk behavior, its consequences and its relation to them on an individual level. Most important—and most difficult—is how to help them understand the issues on a personal level.

An interactive approach has the potential to provide students with these messages in a way they can relate to. To do that, the books in the series use realistic plot lines and show characters in fairly explicit scenes. It is impossible to address the topics of sexual abstinence, birth control and STD prevention without portraying sexually active teens. To teach decision-making skills, it's essential to talk about what happens before the decision. To provide students with material that is believable enough to be effective, and at the same time appropriate for use in the classroom, has been a constant challenge during the development of these books.

It is essential, therefore, that teachers be aware of the sensitivity of the materials and that they review the student books to determine whether they can be used in a particular school or district. While the goal of the student books is to encourage and model responsible sexual behavior, each teacher must determine the appropriateness of the materials for his or her own classroom. It is recommended that parents be involved and informed about these materials and

that formal school board approval be obtained before using them.

Synopses of Books

The student books are complicated and contain several possible plot lines depending on the decisions made at the various choice points. For this reason, a choice point "map" of all the possible plots and endings for each book is included. (See pages 18-23.) These maps can help teachers and students get an overview of the characters and action in each book. Following are general descriptions of each student book:

Too Soon for Sex? (Abstinence)

Serena and James are in love and need to face the realities of their sexual feelings for each other. *Too Soon for Sex?* follows this teenage couple through a series of decisions, each of which affects whether or not they have sex—and how they manage their lives. *Too Soon for Sex?* shows that sex can be complicated, embarrassing and scary. It shows teens thinking through their decisions: What happens if they have sex? What happens if they wait? How can they talk about it? Can they change their minds once they're already having sex? All these issues are covered in the book. There's also a teen mother in the story—Serena's friend, Shawna.

Too Soon for Sex? models the following communication skills:

- how to bring up the subject of sex with a partner before being put in a "compromising position";
- how to say no to pressure to have sex even in a situation that has gone pretty far;
- how to bring up the subject of sex and talk to parents about it;
- ways to express one's own values positively without losing friends, appearing too "square," etc.

Taking Chances with Sex (Birth Control)

When Christy and David decide to have sex, they have to face the responsibilities that go with that decision. Decisions about whether to use birth control and which kind, going to a clinic, what to say to parents and dealing with the complexities that accompany their decision are some of the issues in *Taking Chances with Sex*. Christy thinks she's pregnant in one of the plot lines in this story.

Taking Chances with Sex models the following behaviors:

- ways to bring up the subject of using birth control in advance of a romantic situation;
- ways to bring up the subject of birth control and talk to parents about it;
- ways for both partners to take responsibility;
- ways to *insist* on using birth control even if partner is resistant;
- ways to find out more about birth control;
- ways to overcome the fear or embarrassment of going to a clinic or buying condoms.

Don't Let It Get Around (STD)

Tracy and Tom have been in love for a year. They've been having sexual feelings they can no longer ignore. *Don't Let It Get Around* shows decisions to talk about sex and using protection. As a result of some of his choices, Tom gets an STD and must face the consequences—telling his partner, finding help, getting treated. This story is told primarily from the boy's point of view. A health class provides accurate information about STD.

Don't Let It Get Around models abstinence as a preferred method for preventing STD. For sexually active teens, using condoms is modeled. The following behaviors are modeled:

- ways to find out more about STD;
- ways to bring up the subject of sex, STD and/or condoms before getting into a romantic situation where it's "too late" to talk;
- ways to say no to pressure to have sex or to having sex without protection, even in a situation that's gone pretty far;
- ways to bring up the subject and talk to parents about STD;
- ways to tell partner you no longer want to have sex;
- ways to positively express one's own values and/or concerns about STD without losing friends, appearing too "square," etc;
- ways for both partners to share responsibility for protection;
- ways to *insist* on using condoms even if partner is resistant;
- ways to overcome fear or embarrassment about going to a clinic or buying condoms.

Integration into Family Life Education and Health Education Curricula

The books in the Sexuality Decision-Making Series can be integrated easily into existing school curricula. The most logical place to utilize these books is in courses where family life education and health education are taught. Issues and decisions about sexuality and use of birth control are common topics in family life education and health education. They are, of course, topics that must be taught by a competent teacher who feels comfortable with the subject matter.

The choice to abstain from sexual activity even when this seems to be difficult is modeled by the teenage characters in *Too Soon for Sex?*. Classroom activities specific to the use of this book are appropriate when discussing sexual abstinence in a family life class or in a health education class. The ramifications of the risks of teenage sexual activity are addressed by fictional characters in the book. Discussions around the characters and the outcomes of their decisions bring interest and reality to lessons about sexual abstinence.

Lessons about birth control methods are often found in family life and health education classes. Many times these lessons focus entirely on providing information: what the various

birth control methods are, how they are used, how they work, how to obtain them and the importance of consistent use to maintain protection. Research has shown that the reason many teens don't use birth control is not due to lack of information or even to lack of motivation, but to fear. They fear communicating the desire to use birth control to a partner, and they fear embarrassment when obtaining birth control from a clinic or pharmacy. The characters in *Taking Chances With Sex* face these fears. They learn about communication and how birth control can be obtained. Discussions related to the characters are appropriate whenever birth control is a topic in the classroom. The use of this book as an addition to birth control lessons will enhance any learning activities that deal with the difficulties of talking to partners and obtaining birth control.

The prevention of STD is often taught in health classes as part of a unit on communicable disease. Sometimes, topics related to STD are taught within other classes as a single unit. The student book *Don't Let It Get Around* can be used wherever the topic of STD is addressed in the school curriculum. Teens in the book contend with the reality that they are at risk for STD if they are sexually active. Since it is important to help students internalize the fact that they are vulnerable to disease, the book presents a teen character (Tom) who must deal with having an STD and with communicating this to a partner and parents, getting treatment and finding out how to protect himself against STD in the future.

Activity Ideas

Several ideas for activities related to the use of the interactive books follow. These activities are designed to stimulate creative thinking on the part of the teachers. They are not intended to be complete lessons. Student worksheets or information sheets are included as possible tools to use in the activity. Wherever worksheets are indicated, an example that can be duplicated, at the option of the teacher, is provided. (See pages 15-17.) A background information sheet, "About Abstinence, Teen Sexual Activity, Birth Control Use and Sexually Transmitted Disease" is provided for the teacher. (See pages 11-14.) It can be used for a quick review of facts and theories about teen sexuality before presenting learning opportunities to students on related topics.

The Interactive Approach

It may be necessary to describe the interactive approach to students before assigning the books as independent reading. Explain that each book has many plots based on decisions made by the reader. Tell students that these interactive books give them a chance to practice making decisions about sex, birth control and preventing exposure to STD. At various places in each book, students will come to a choice point. The reader will be presented with two options. The plots proceed according to the choice the reader makes. Students will have the opportunity to see the consequences of their decisions. The books can be assigned as homework or in-class reading. Several class hours will be necessary if the books are used for in-class reading.

Decision Making

Student interactive books can be linked to any discussions and activities related to decision making. It will be particularly helpful to conduct a discussion about decision making before the books are assigned, since students follow the action in the story based on the decisions they make for the characters. A discussion of the decision-making process and the possible steps that can be taken when making a decision is an appropriate activity to accompany an assignment to read these books. The student handout *Decision-Making Model* can be used for this discussion. When using the handout, point out to students that not all steps are necessary to make responsible decisions and that when we become skilled at decision making, we move through the process so quickly that it is often difficult to differentiate the various steps that go on in the brain.

Plot the Decision Path

Using the student handout *Plot the Decision Path,* have students summarize the choices they made in each book. When students come to a choice point, they should write down the choice number and the letter of the choice that they made. In the rectangle on the handout, they can summarize what happened in the story based on that choice. After reading the entire book, students will have a written record of their choices and the consequences of those choices. On the back of the handout, have students analyze the decision-making steps that the main characters took—or didn't take—based on the plot path taken.

Choice Point Maps

A *Choice Point Map* that summarizes all the possible choices and endings is provided for each book. Divide students into groups and hand out one copy of a *Choice Point Map* to each group. Ask each group member to use a different color of pen or pencil to draw his or her plot path. Have groups discuss the pros and cons of each choice and come to a consensus decision on the "favorite" path and ending. Then ask each group to present its favorite to the rest of the class and explain why it was chosen.

Role Plays

In small groups, have students act out a scene from the interactive books. They can follow one of the plot lines in the book or take the story in another direction. After each group role plays, the class can discuss the decision-making steps the actors used.

About Abstinence, Teen Sexual Activity, Birth Control Use and Sexually Transmitted Disease

In developing the teen sexuality decision-making books, a network of family life education professionals, including teachers, child development experts and health care professionals, was asked to prioritize information about abstinence, contraception and STD/AIDS prevention as they relate to teenagers; list reasons why teens may or may not practice abstinence, use birth control and/or protect themselves from STD; and list possible consequences of decisions about abstinence, contraception and STD. This background information is a summary of their response.

Some Facts About Sexual Activity and Birth Control

The following percentages of teenagers have had sexual intercourse:

29% of 15 year olds (35% of boys; 22% of girls);

46% of 16 year olds (49% of boys; 42% of girls);

57% of 17 year olds (61% of boys; 53% of girls).

Teenagers who have talked about sex, pregnancy and birth control with their parents are more likely to consistently use birth control (43%; 37% if they'd had "some kind of talk"; 26% if no talk.)

Teenagers who have had a comprehensive sex education class are more likely to consistently use contraception if they're sexually active (40%; 30% if some sex education; 25% if no sex education).

A large majority of teens prefer two methods of birth control—the condom and the pill. If sexually active, most teenagers who use birth control use condoms (47% of boys, 25% of girls). Second is the pill (10% of boys, 38% of girls).

Some Facts About STD

Risk-taking behaviors such as drug and alcohol use and unprotected sexual activity put teens at particularly high risk for acquiring STD.

Approximately 2.5 million teens are infected with STD each year.

Some common STDs are syphilis, gonorrhea, herpes, AIDS, genital warts, chlamydia.

The two best methods of protection against STD are abstinence and, for sexually active teens, condoms with spermicide.

Some STDs have no symptoms or the symptoms go away, but the STD can still be passed on. Therefore, condoms should be used every time you have sex.

Get medical treatment if you think you might have an STD.

If you have an STD, don't have sex until you get treated and cured.

If you have an STD, tell your sex partner so he or she can get treated at the same time.

Many teens believe they're protected against STD—including AIDS—if they're using the pill or some other form of birth control. Other than condoms, birth control methods are *not* effective protection against STD.

Many teens believe washing after sex is an effective protection against STD—including AIDS.

"Serial monogamy," having only one partner at a time, isn't an effective prevention. The more partners you have, the higher the risk of being exposed to an STD.

Some Reasons Why Many Teens Don't Have Sex

Premarital sex is against their values or religion.

Their friends aren't having sex.

They are afraid of getting pregnant.

They are afraid of AIDS and other STD.

They don't feel ready for sex.

They want to wait for someone special; they want to be in love.

They fear getting into trouble with parents.

They have high self-esteem.

They have education/career goals that would be in jeopardy if they got pregnant or got someone pregnant.

Some Reasons Why Teens Have Sex

They feel they're in love and ready for sex or feel they must prove their love to a partner; they want to please their partner.

They have strong sexual desires.

They get "swept away."

They feel pressure from peers; they feel they must prove their masculinity or femininity.

They're afraid of losing their boyfriend or girlfriend.

They want to appear worldly or sophisticated.

They feel that everyone's doing it.

They're curious.

They feel a need to be "loved" and "wanted by someone."

Some Reasons Why Sexually Active Teens Use Birth Control

They don't want to get pregnant or get anyone pregnant: They're not ready to be parents; they have strong education/career goals or are involved in sports and other extracurricular activities.

Friends use birth control and give peer support.

Their girlfriend or boyfriend insists on using birth control.

They don't want to get STD, especially AIDS.

They have information and skills (from parents, FLE classes) to acquire birth control.

They have had a pregnancy scare.

Some Reasons Why Sexually Active Teens Don't Use Birth Control

They don't think pregnancy will happen to them.

Having sex is "unexpected" and unplanned so they're not prepared.

They think birth control interferes with romance.

They don't know enough about birth control or how to get it.

They're afraid parents will find birth control or find out they'd gone to a clinic.

They're embarrassed to buy birth control or go to a clinic.

Boys may think birth control isn't their responsibility.

Girls may fear a pelvic examination or side effects of the pill.

Consequences of Teen Sexual Activity

There might be a pregnancy (more than 1 million teenagers a year) or a pregnancy scare.

They could be exposing themselves to the AIDS virus and other STD.

They could experience emotional and/or psychological problems by becoming too involved before they are mature enough to handle it. For example, they could be hurt if a relationship ends, or sex outside marriage might conflict with personal values or religious beliefs.

There could be problems if parents find out.

There is an increased risk of cervical cancer.

There may be less time to spend with other friends and on activities of personal interest.

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Consequences of Teen Pregnancy

The couple will need to consider alternatives and decide what to do.

The couple will need to tell parents and deal with possible family friction.

The relationship may change.

Consequences of Teen Parenthood

Their educational/career opportunities and income potential might be reduced.

Contact with friends might be decreased.

Opportunities for fun and normal adolescent activities might be decreased.

Friction with parents and other family problems might develop.

They may be less able to spend time and/or money on themselves.

There may be a strain on the relationship.

There will be a major responsibility to another person.

Some Reasons Why Teens Might Not Use Condoms to Protect Themselves Against STD

They might not know anything about STD or how to protect against STD.

They might not believe they'll get an STD.

Having sex is "unexpected" and unplanned or they're not prepared.

They think condoms interfere with romance; they're too much trouble.

They're afraid parents would find condoms and know they're having sex.

They're too embarrassed to buy condoms.

Condoms aren't "comfortable," not the "real thing."

Some Reasons Why Teens Might Use Condoms to Protect Themselves Against STD

They would understand/believe it was possible for them to get an STD.

They would understand/believe that condoms are an effective protection against STD.

Friends use condoms and give peer support.

Their girlfriend/boyfriend insists on using condoms.

They might have information and skills (from parents, FLE classes) to acquire condoms.

They might know someone who's had an STD or have had an STD themselves.

Why Teens Might Not Get Help if They Suspect They Have an STD

They might not recognize or pay attention to symptoms.

They might believe that if they go to a clinic, the clinic will inform their parents.

They might believe they need a parent's consent to go to a clinic or be treated for an STD.

They might be embarrassed—STD isn't romantic—or afraid.

They might not know where to go or who to ask for help.

They might not be able to pay for treatment.

Why Teens Might Get Help if They Suspect They Have an STD

They would understand that the consequences of ignoring an STD are serious.

They would know they could pass the STD to their girlfriend or boyfriend—and not want to do that.

References

Statistics used in this section are from the following sources:

Harris, Louis and Associates, Inc. *American Teens Speak: Sex, Myths, TV, and Birth Control.* New York: Planned Parenthood Federation of America, Inc., 1986.

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IOX Assessment Associates. *National Adolescent Student Health Survey.* American School Health Association, Association for the Advancement of Health Education, Society for Public Health Education. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance, 1989.

Office of Disease Prevention and Health Promotion. *Prevention '84/'85.* U.S. Department of Health and Human Services. Washington, D.C.: U.S. Govt. Printing Office, 1985. pp. 474-512.

Plot the Decision Path

Directions: At each Choice Point in your book, identify the choice taken. Describe the choice, then summarize the results of that choice in the rectangle. On another sheet, analyze the overall decision-making ability of the main characters.

Book: _____

(indicate book title)

Choice Number	Description	Results
☐		
☐		
☐		
☐		
☐		

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STUDENT HANDOUT

Choice Number	Description	Results
☐		
☐		
☐		
☐		
☐		

Decision-Making Model

This decision-making model provides a process people can use to help them solve problems or make decisions.

Steps in the Decision-Making Process

Define the Problem
State exactly what the problem is or the situation around which a decision needs to be made.

Consider All Alternatives
List all possible ways to resolve the problem or possible decisions that could be made. Information may need to be gathered so all alternatives can be considered. You may wish to consult with others to make sure you haven't overlooked any.
During classroom discussions, the teacher may add additional alternatives not considered by students in order to ensure a balanced discussion.

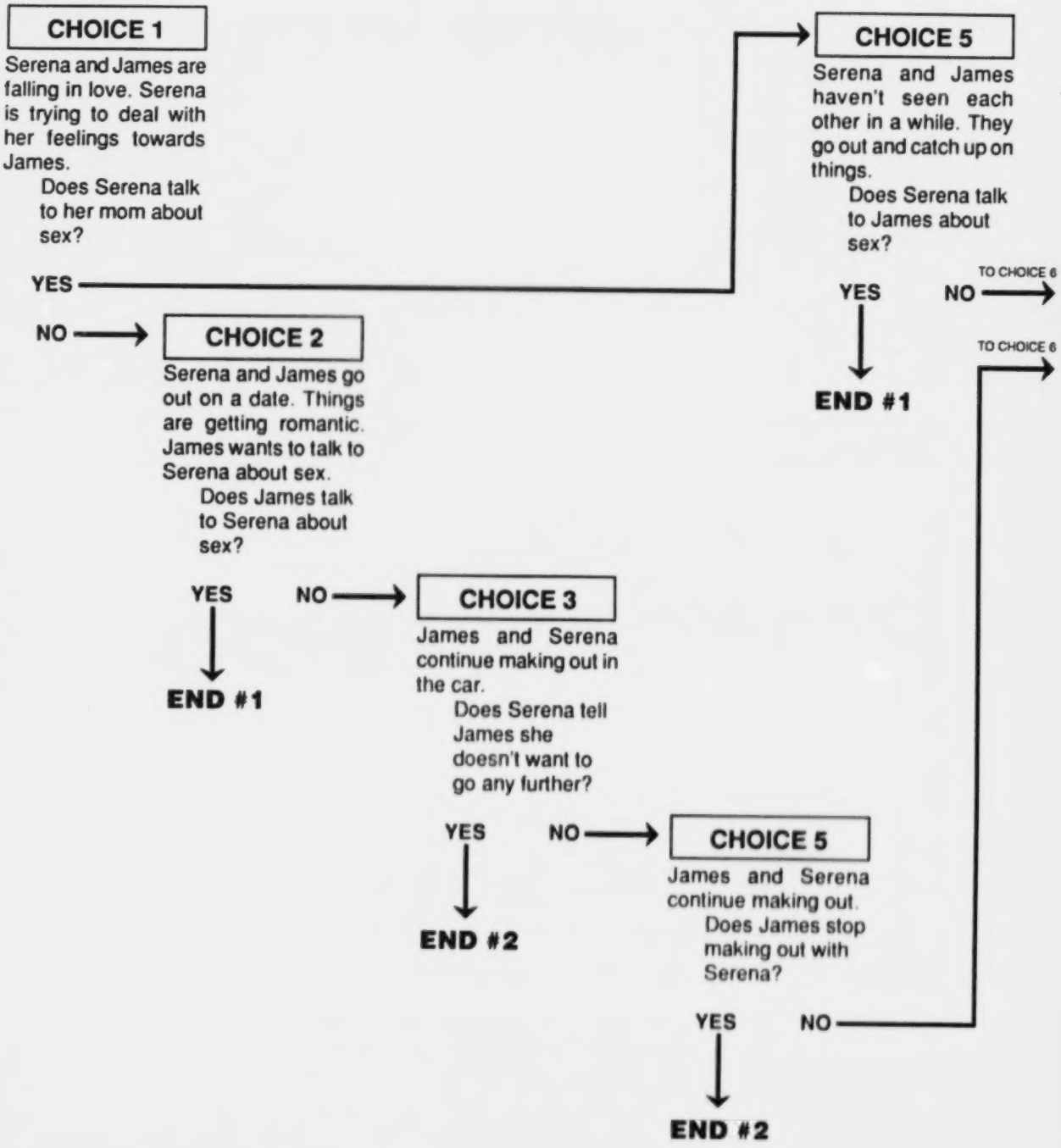
Consider the Consequences of Each Alternative
List all the possible outcomes—both positive and negative—for each alternative or each course of action that could be taken. It is important to have correct and full information by this point.

Consider Family and Personal Values
Values include beliefs about how we should act or behave; the personal and family rules we live by and believe are important, e.g. beliefs about honesty, loyalty. Most of our values come from the training we receive at home. Other values come from our friends and society. Consider whether each alternative is consistent with your personal and family values.
Our decisions affect many people who are important to us, e.g. parents, siblings, peers, etc. The effect of each alternative on others should be considered in making a decision.

Choose One Alternative
After carefully considering each alternative, choose the alternative that is most appropriate based on your knowledge, values, morals, religious background, present and future goals and the effect of the decision on significant others.
During classroom discussions, the teacher should refer student to parents and clergy for personal religious/moral decisions.

Implement the Decision
Do what is necessary to have the decision carried out the way you want it to be. It may be necessary to develop a step-by-step program with a time table to make sure things get done.

Reprinted from *Beyond Reproduction: Tips and Techniques for Teaching Sensitive Family Life Education Issues*. Santa Cruz, CA: Network Publications, 1983.


CHOICE 1
Serena and James are falling in love. Serena is trying to deal with her feelings towards James.
Does Serena talk to her mom about sex?
YES
NO
CHOICE 2
Serena and James go out on a date. Things are getting romantic. James wants to talk to Serena about sex.
Does James talk to Serena about sex?
YES
END #1
NO
CHOICE 3
James and Serena continue making out in the car.
Does Serena tell James she doesn't want to go any further?
YES
END #2
NO
CHOICE 5
James and Serena continue making out.
Does James stop making out with Serena?
YES
END #2
NO
TO CHOICE 6
CHOICE 5
Serena and James haven't seen each other in a while. They go out and catch up on things.
Does Serena talk to James about sex?
YES
END #1
NO
TO CHOICE 6
TO CHOICE 6

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CHOICE POINT MAP: *TOO SOON FOR SEX?*

CHOICE 6

James and Serena get frustrated and go home.

Does James talk to his dad about sex?

YES → **END #2**

NO → **CHOICE 7**

James doesn't call Serena. He thinks Dana likes him.

Does James go on a date with Dana?

YES → **CHOICE 8**

NO → **END #2**

Serena finds out about Dana.

Does Serena decide to break up with James now?

YES → **END #3**

NO → **CHOICE 9**

Serena talks with her friend Christy about James. She makes a decision about James.

Does Serena break up with James?

YES → **END #4**

NO → **END #2**

END #1

James and Serena decide to put off having sex. They write up a life plan together, listing their individual and shared goals.

END #2

James and Serena decide to put off having sex. They enjoy Christmas together.

END #3

Serena leaves a note at James' apartment telling him she wants to break up.

END #4

Serena meets James at lunch time at school and tells him she doesn't want to go with him any more.

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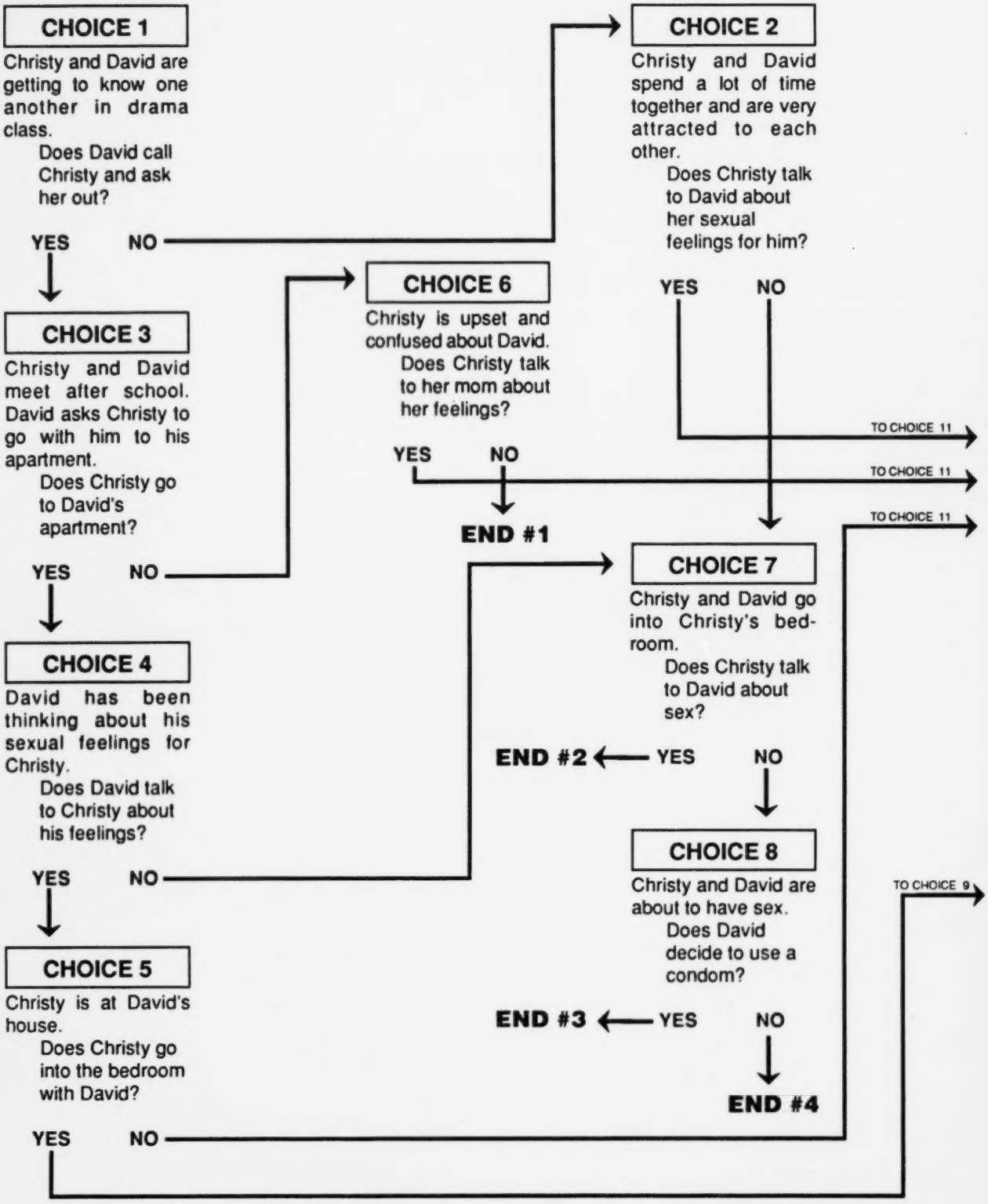
CHOICE 1
Christy and David are getting to know one another in drama class.
Does David call Christy and ask her out?
YES
NO
CHOICE 2
Christy and David spend a lot of time together and are very attracted to each other.
Does Christy talk to David about her sexual feelings for him?
YES
NO
TO CHOICE 11
CHOICE 3
Christy and David meet after school. David asks Christy to go with him to his apartment.
Does Christy go to David's apartment?
YES
NO
CHOICE 6
Christy is upset and confused about David.
Does Christy talk to her mom about her feelings?
YES
NO
TO CHOICE 11
END #1
TO CHOICE 11
CHOICE 4
David has been thinking about his sexual feelings for Christy.
Does David talk to Christy about his feelings?
YES
NO
CHOICE 7
Christy and David go into Christy's bedroom.
Does Christy talk to David about sex?
END #2
YES
NO
TO CHOICE 11
CHOICE 5
Christy is at David's house.
Does Christy go into the bedroom with David?
YES
NO
CHOICE 8
Christy and David are about to have sex.
Does David decide to use a condom?
END #3
YES
NO
TO CHOICE 9
END #4

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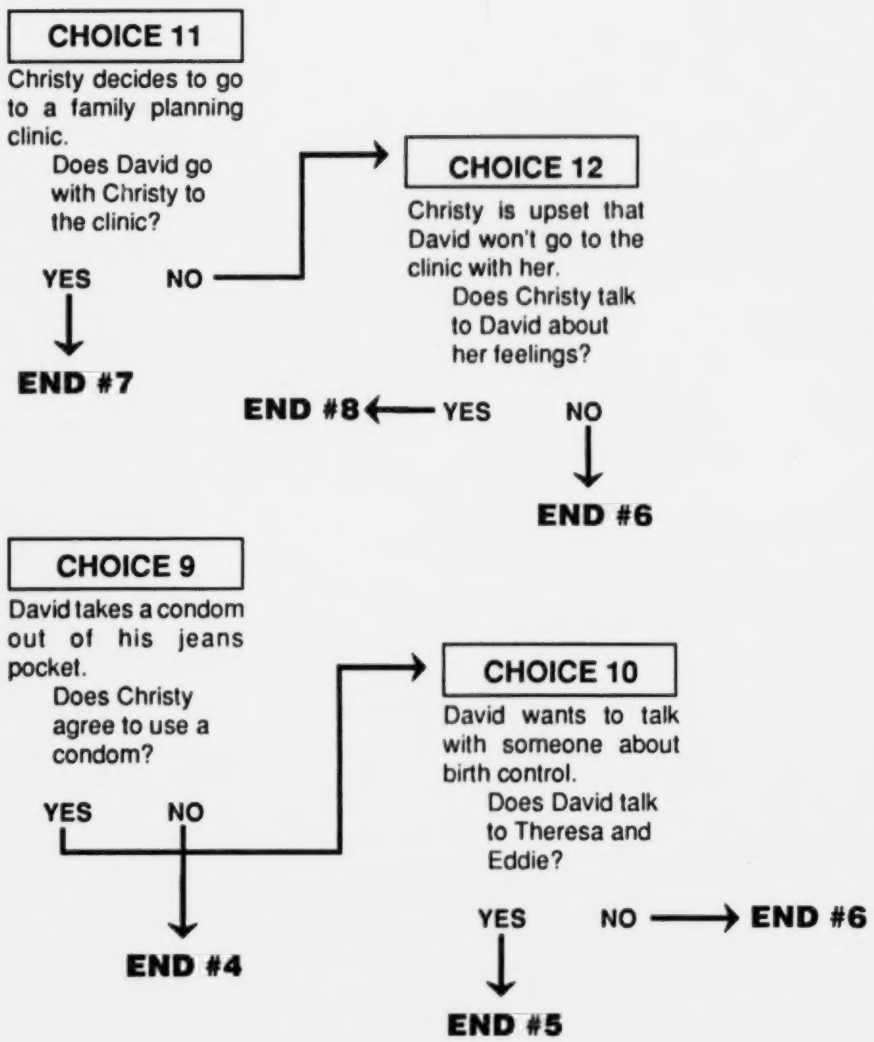
CHOICE POINT MAP: *TAKING CHANCES WITH SEX*



END #1

Christy and David decide to use birth control pills. Christy's mom finds the pills but is understanding.

END #2

Christy and David decide to put off having sex. They enjoy Christmas together.

END #3

Christy and David enjoy the track meet. They feel lucky. They decide to use condoms.

END #4

Christy and David buy a pregnancy test kit. Christy is not pregnant and they are happy. David promises to use protection.

END #5

David tells Christy that he thinks they should both go to the family planning clinic. They are happy.

END #6

David and Christy are drifting apart. They haven't talked about their feelings. David is sad.

END #7

Christy and David go to the clinic. They have a romantic evening together.

END #8

Christy talks to David. He feels bad about saying he wouldn't go to the clinic. They decide to go to the clinic together.

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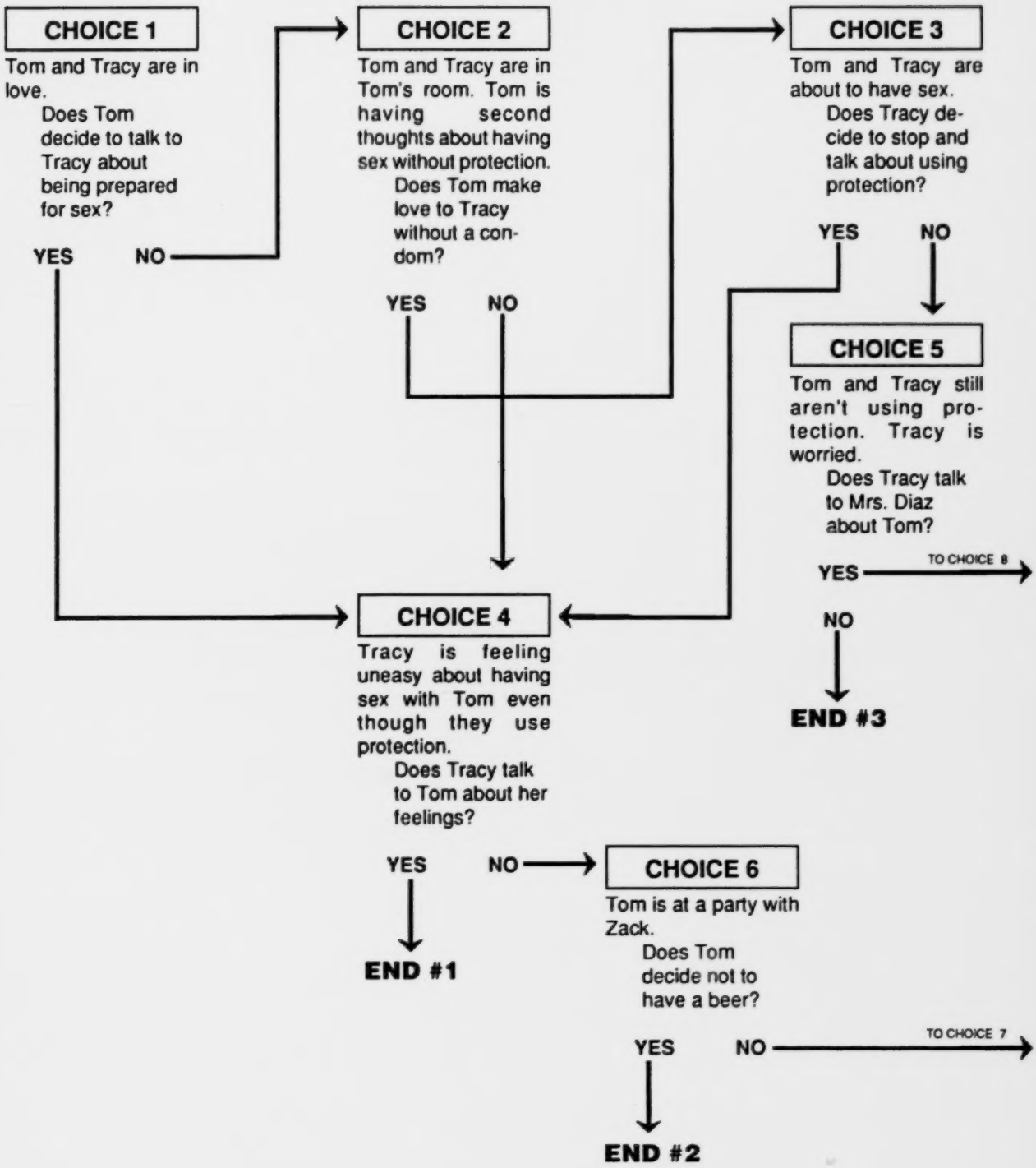
CHOICE 1
Tom and Tracy are in love.
Does Tom decide to talk to Tracy about being prepared for sex?
YES
NO
CHOICE 2
Tom and Tracy are in Tom's room. Tom is having second thoughts about having sex without protection.
Does Tom make love to Tracy without a condom?
YES
NO
CHOICE 3
Tom and Tracy are about to have sex.
Does Tracy decide to stop and talk about using protection?
YES
NO
CHOICE 5
Tom and Tracy still aren't using protection. Tracy is worried.
Does Tracy talk to Mrs. Diaz about Tom?
YES
TO CHOICE 8
NO
END #3
CHOICE 4
Tracy is feeling uneasy about having sex with Tom even though they use protection.
Does Tracy talk to Tom about her feelings?
YES
END #1
NO
CHOICE 6
Tom is at a party with Zack.
Does Tom decide not to have a beer?
YES
END #2
NO
TO CHOICE 7

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CHOICE POINT MAP: *DON'T LET IT GET AROUND*

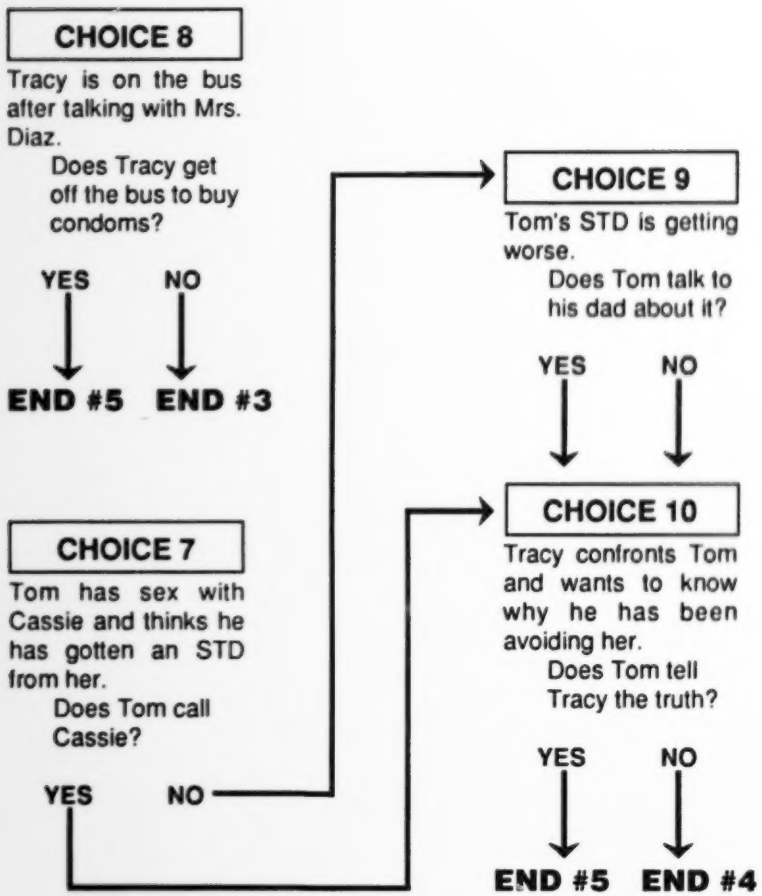
END #1
Tom and Tracy decide to slow down. They are happy.

END #2
Tom and Tracy talk about their feelings and decide to slow down. They are happy.

END #3
Tom and Tracy aren't able to talk out their feelings. Inconclusive.

END #4
At the football game, Tracy waves at Tom indicating that things might work out. Tom is optimistic.

END #5
Tracy meets Tom at the end of the game—she tells him she loves him. They are happy.



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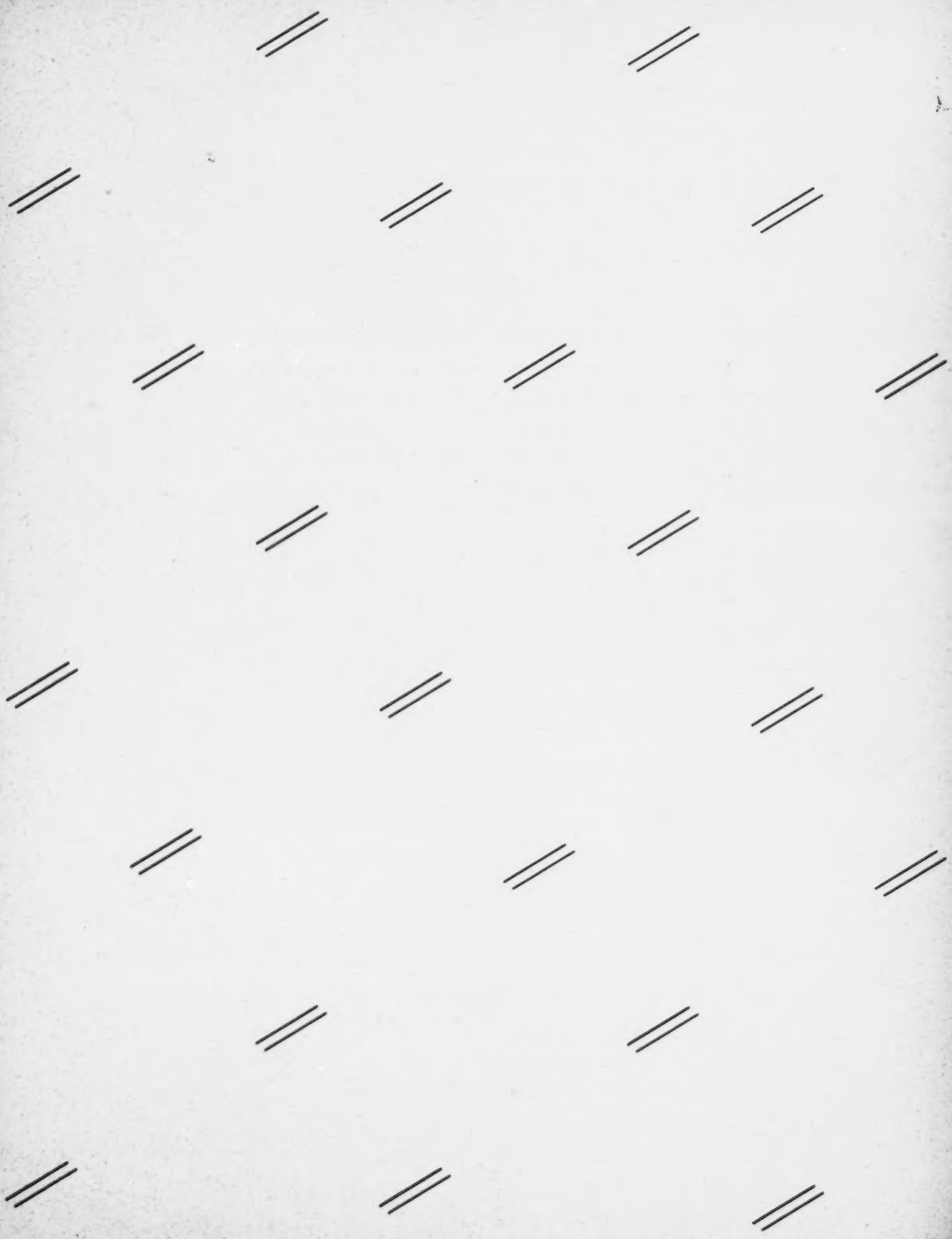

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